

**Final Examination – Multi-Hazard Emergency Planning for Schools (IS-362)**  
**(Total of 25 questions)**

1. Which the following is designed to reduce the frequency and magnitude of emergencies and are able to respond faster and more appropriately?
  - a. Crisis intervention
  - b. Emergency planning
  - c. Flexible responsiveness
  - d. Conflict resolution
  
2. One desired outcome of school emergency planning is:
  - a. Community emergency responders understand that schools must receive a response within 1 hour of an emergency's occurrence no matter what the circumstances are.
  - b. Schools develop a separate emergency operations plan with detailed procedures for every identified potential emergency that may occur at that site.
  - c. Schools develop the capability to be self-reliant until response personnel can help, because emergency responders may not be available to help the school immediately.
  - d. Community emergency responders establish protocols for communication with school personnel in case of an emergency so that they are sufficiently prepared for any possible emergency.
  
3. Emergency management is a four-phase process by which communities prepare for hazards that cannot be prevented, respond to emergencies that occur, recover from emergencies, and:
  - a. Mitigate risks to prevent emergencies or lessen their impact.
  - b. Engage professional consultants to conduct planning activities.
  - c. Secure emergency disaster relief funding from FEMA.
  - d. Hire the local Emergency Manager to develop an emergency operations plan.
  
4. Planning for school emergencies includes the following activity:
  - a. Identifying who caused past emergencies and holding responsible parties accountable.
  - b. Mobilizing and positioning emergency equipment in an actual emergency.
  - c. Contacting FEMA and establishing a revolving emergency response fund.
  - d. Developing, testing, and revising the Emergency Operations Plan.

5. Emergency response begins:
  - a. At the time that the school Emergency Operations Plan is implemented.
  - b. As soon as a disaster is detected or threatens at a school.
  - c. When the local Emergency Manager declares a community emergency situation.
  - d. If potential evidence related to a crime at the scene is collected.
6. The following people should be involved in the school's emergency planning process:
  - a. Country officials, local media, emergency personnel, and school board members.
  - b. Elected state officials, public safety and response personnel, and the superintendent.
  - c. Teachers' associations and other unions, the local Chamber of Commerce, and school board members.
  - d. The local Emergency Manager, public safety and response personnel, and school administrative personnel.
7. An effective school emergency planning process must involve:
  - a. All stakeholders that have a special interest or role in the school.
  - b. Community members with whom the principal has good relations.
  - c. Every staff and faculty member of the school community.
  - d. People from the community who have survived a school emergency.
8. In order to ensure that an Emergency Operations Plan will work in all situations, the following hazards must be considered:
  - a. Hazards that have actually occurred at that school previously.
  - b. The most significant type of natural and technological hazard.
  - c. All potential hazards and any possible crises.
  - d. Structural and nonstructural hazards, and weather-related emergencies only.
9. Cascading events that can occur when one hazardous event triggers another:
  - a. Should be considered as part of the hazard identification process.
  - b. Cannot be predicted so cannot be addressed in an Emergency Operations Plan.
  - c. Will be prevented if an Emergency Operations Plan is developed correctly.
  - d. Are outside the scope of an Emergency Operations Plans.

10. Nonstructural hazards would include:

- a. Improperly supported roofs.
- b. Unreinforced masonry.
- c. Building design flaws.
- d. Items installed after the school is built.

11. When conducting a walkaround of a school, it is best:

- a. To have only nonschool personnel participate in order to get an impartial perspective.
- b. To identify only those hazards that can be addressed or mitigated within one budget year.
- c. To repeat the activity once every 5 years to detect any changes that would be important in emergency planning.
- d. To focus on hazards that can be mitigated as well as those that cannot be mitigated.

12. An Emergency Operations Plan for a school will address:

- a. All common response issues.
- b. Particular issues related to specific hazards.
- c. Both common response issues and particular issues related to specific hazards.
- d. Only those major issues deemed by the district superintendent to be worth addressing.

13. Listing the Emergency Operations Plan's assumptions shows the:

- a. Flaws in the planning process.
- b. Limitations of the Plan
- c. Areas of the Plan that need to be revised.
- d. Facts of the Plan that will remain true in every situation.

14. Which of the following statements represents an assumption, and not necessarily a fact?

- a. Two-thirds of the school population speak Spanish as their native language.
- b. No nonambulatory students or staff members in wheelchairs are available.
- c. There will be little or no warning period before a natural disaster.
- d. The gymnasium's flat roof is a structural hazard.

15. The school's overall approach to an emergency situation is called its:
- Concept of Operations
  - Incident Command System
  - Emergency Operations Plan
  - Response and Recovery Mission
16. Procedures for specific emergency actions should include the manner in which an announcement is made to the school population, a description of the action(s) involved, and:
- Detailed rationales regarding of how the procedures were developed.
  - Summarized results from the test of that particular set of procedures.
  - A description of when the action is used.
  - Technical language that emergency responders will understand.
17. Assignment of functions under the Incident Command System should be based on:
- Voluntary commitments by individual staff and faculty.
  - Matches between individuals' skills and abilities, and expertise needed for a function.
  - The principal's assignment of personnel to functions based on his/her preferences.
  - Seniority and maturity of staff and faculty members.
18. Which member of the ICS is responsible for assessing the situation, establishing objectives, tracking resource needs, and ensuring appropriate documentation?
- Safety Officer
  - Incident Commander
  - Logistics Section Chief
  - School Principal
19. What term means that designated individuals from response agencies work jointly with the school commander to carry out the emergency response?
- Buddy system
  - Declared emergency disaster response
  - Incident Command System
  - Unified command

20. Who is responsible for most student care tasks in a school emergency situation?
- Classroom teachers
  - School principal
  - First responders on the scene
  - Parents
21. More than 70% of all terrorist incidents involve:
- Conventional explosives
  - Dirty bombs
  - Chemical agents
  - Biological agents
22. Thinking about shielding, distance, and time is the key to limiting:
- Exposure to hazardous materials
  - Exposure to radiation from a dirty bomb.
  - Exposure to biological agents released in the atmosphere.
  - Exposure to chemical agents released into ventilation system.
23. Being prepared for school violence or terrorism requires that:
- A separate emergency plan be developed that is tailored to those particular situations.
  - Representatives from the FBI and the local ATF office participate in developing the Plan.
  - School violence issues are incorporated into the same planning process used to prepare for other types of emergencies.
  - School personnel participate on local SWAT teams.
24. It is impossible to tell whether an Emergency Operations Plan's assumptions, assignments, and other details would be effective in an emergency situation unless:
- The school community votes to adopt the Plan.
  - The school has actually experienced the emergency situations addressed in the Plan.
  - The personnel who play key roles in the Plan were all involved in its development.
  - The Plan is tested in a simulated situation.

25. “A type of test in which a real emergency is simulated under high-stress conditions involving multiple responders.” This definition corresponds to which type of test?

- a. Functional exercise
- b. Full-scale exercise
- c. Tabletop exercise
- d. Drill-based exercise